



School of Social Work

SWK 553 Foundation Field Practicum

ONLINE, WEB-BASED CLASS

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Office Hours: Mondays, 12:00-1:00 p.m.; 4:00-6:00 p.m.

Tuesdays, 3:00-5:00 p.m.

Thursdays, 7:00-9:00 a.m.

And by appointment

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Overview of Course

Course Description

This first field practicum builds on the experiences acquired in the prerequisites classes, while it provides the students with the opportunity to learn theories, knowledge and skills required to engage individuals, families (or household), small groups, organizations and communities. Students enrolled in this educationally-

directed field practicum experience, which is under supervision in a social services agency must work towards developing skills which will merge into the AGP Field I requirements. Students must complete a total of 260 clock hours in the field agency, under the supervision of an MSW. Prerequisites: First full Semester of Foundation Courses completed.

Course Objective(s)

- To help demonstrate familiarity with human behavior concepts and the bio-psycho-social perspectives as they apply at all levels of systems.
- To help students learn and demonstrate practice skills necessary for effective intervention at all levels of systems in order to enhance the well-being of people and work towards the amelioration of adverse environmental conditions in rural and urban settings.
- To help students demonstrate productive use of supervision to enhance learning.
- To help students develop an awareness of self in the process of intervention from a generalist prospective of social work practice, which will prepare the student to move into the advanced generalist field practicum.
- To develop students' ability to understand and utilize research and critical thinking to acquire knowledge relevant to practice and for evaluation of their practice in field with individuals, families, groups, organizations and communities, as it may relate to rural social work practices and services.
- To develop students' ability to work effectively with clients who are diverse in ethnicity, culture, gender, social class, sexual orientation physical and psychological disabilities and environmental living deficiencies in rural settings.
- To enable students to examine practice dilemmas from the perspective of different value systems, including personal, client, societal, and professional orientations.
- To help students demonstrate the application of social work values and ethics through their professional behavior in accordance to NASW Code of Ethics.
- To help students achieve an understanding of the community resources which impact their client populations in rural and urban settings.

- To help students demonstrate familiarity with professional roles and functions within the agency setting and understand the agency, the assessment, implementation, and evaluation of agency policy within ethical guidelines.

Relationship to Other Courses

This course builds upon the foundation courses and provides students with experiential opportunities designed to integrate knowledge and theories taught in other courses while expanding their knowledge of social work ethics and values.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Field Practicum assesses knowledge, skills and values for each of the 10 competencies and 41 practice behaviors (refer to field learning contract)

Course Structure

Texts and Associated Materials

Required Texts:

Forni, P.M. (2002). *Choosing Civility*. New York: St. Martin's Press.

REQUIRED: TK20

If you do not have a TK20 student account you may purchase one of two ways:

- Contact the University Bookstore (students qualifying for Financial Aid may opt to purchase through the Bookstore). Be sure to tell them you need the **SOCIAL WORK TK20** kit book. The teacher certification program also has a TK20 Book so it is very important you tell them you need the Social Work TK20 book.

OR

- Login to TK20 and set up your student account by clicking on “Click here to register your student account” – Located on the log-in page. This method of purchase is cheaper than purchasing through the bookstore.
Login Social Work TK20 page – www.tamucsw.tk20.com

Additional Readings Suggested:

Sidell, N.L. (2011). *Social Work Documentation*. Washington, DC: NASW Press. (Supplemental).

Sweitzer, H, Frederick, & King, A., (2009) *The Successful Internship*, (4th ed.), Belmont, CA: Thomson, Brooks/Cole.

Overview of Course Assignments

By the end of the Foundation Field Practicum, students will be expected to have completed:

- Learning contract
- Safety Plan
- Strengths-based assessments
- Professional interactions and interventions with individual, family, group, organizational and community systems. Documented as per Field Faculty request.
- Weekly attendance and participation in field seminar

Documentation of these activities will be provided as per field faculty requirements. The documentation must be available for the Field Liaison's review at the mid-semester and final semester electronic visits.

There are two written evaluations of student progress in the field practicum using the Field Learning Contract – in conference with the student, once at mid-term and then at the end of the semester.

Field Seminar (1 hour each week)

Each student enrolled in the field practicum is assigned a faculty field liaison from the social work faculty. The function of the faculty field liaison is to monitor the progress of the student in the field practicum, and to assist the student in the integration of classroom learning, theory, and field practicum application of content. Class assignments will be made; completions of the required assignments are considered when evaluating the student's progress.

The field liaison faculty member assigns the final grade for the student in the field practicum. This grade is based on the recommendation of the field practicum instructor (the agency- based field instructor) as well as the direct observations of the faculty field liaison.

Each faculty field liaison member is expected to visit electronically with the student and the student's field practicum agency a minimum of two times during the semesters, or as needed on problematic issues.

All students enrolled in the field practicum are required to meet with the faculty field liaison and other students in a weekly field seminar meeting and/or complete the weekly seminar assignment. The format of the seminars is left to the faculty field liaison, within the following guidelines:

- Field seminar meetings are scheduled at a time every week.
- All students are required to attend the seminar.
- Seminars are scheduled to last one hour.

The purpose of the seminar includes:

- Orientation to field practicum expectations and record keeping.
- Updates on practicum requirements or conditions.
- The opportunity for students to raise and share questions regarding the field practicum, assignments, and expectations.
- The opportunity for students to share with other students their learning experience in the field practicum; to begin the practice of peer consultation on professional problem solving; and to offer support and input to fellow students.
- Offer each student a chance to orient peers to their agency, its location, purpose, and procedures.
- Offers a chance to familiarize students and faculty with the services and referral
 - Processes of the field agency and rural resources available.
 - Offers the student and agency mutual exposure to facilitate identifying future employment interests and opportunities.
 - Allows agency field students to demonstrate or discuss their approaches to the design and practice of field learning. Allows faculty field liaison to observe students in a variety of professional learning settings.

Choosing Civility Project:

Each student will read the required text as homework. The class will discuss the information from the book and each student will develop a media presentation. The students will present their project to other students through the D2L Brightspace.

Grading Scale

Grades below B are not acceptable and the course must be repeated if a student earns a C or below.

Field Seminar: 80% of grade

Civility Project: 20% of grade

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights**As set forth in Texas A&M University System Policy 13.02**

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library - Room 132
Phone (903) 886-5150 or (903) 886-5853
Fax 9903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade</u> <u>drop</u>	<u>4 absences: Class grade of</u> <u>"F"</u>	
<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences:</i> <i>1 Letter</i> <i>grade drop</i>	<i>6 absences:</i> <i>Class grade</i> <i>of "F"</i>
<i>Summer 10-week</i>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of</i> <i>"F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral

expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is academic dishonesty.

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>)

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L

Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection.

The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Course Schedule

WEEK	CLASS MEETING	TOPIC	ASSIGNMENTS DUE
1	Discussion	TK-20, Syllabus, Learning Plan, & Safety Plan	TK20 documentation and weekly logs Introduce yourself and ask questions
2	Discussion	Safety Issues	
3	Discussion	Professionalism & Code of Ethics	-Learning Plan Due -Choosing Civility Reading Due -Schedule Midterm Field Calls
4	Discussion	Book	Safety Plan Due
5	Discussion	Your Field Experience	
6	Spring Break		
7	Discussion	Supervision &	

		Boundaries	
8	Discussion	Your Field Experience	- Schedule Final Field Calls -Choosing Civility Project Due
9	Discussion	Practice within a Macro Context	
10	Discussion	Diversity Issues- Student Case Presentations	-Student Presentations
11	Discussion	Termination Phase & Interruptions in Practice	
12	Discussion	Your Field Experience	
13	Discussion	Self-Evaluation & Final Thoughts	Self-Evaluation & Thoughts
14	NO FINAL		ALL TK20 Documentation Due